



Kentucky Educational Interpreter Newsletter

Feb. 28, 2007

Volume 2, Issue 4

Summer Institute & Summer Language Immersions By Vicki Brashear

Inside this issue:

Mentoring	2
Hudson v. Rowley	3
Literacy	4
Sign of the Month	4
Deaf Perspectives	5

Special points of interest:

- Online Mentor Training for CEUs
- Your feedback is requested for the RID Educational Interpreter Committee!
- Eku ITP Expansion to Western Ky University
- **New** P-12 Interpreter Website

Wanting to improve your ASL Skills??? Wanting to be around adult language models of ASL??? Wanting to learn so much that your arms and eyes get tired?? Then please consider joining us at one of the ASL Immersion sites around the Commonwealth this summer. During this one week immersion, you will work on your signing skills. Regardless if you are a novice or an experienced signer, you will continue to learn various aspects of the language and see it modeled by native signers and experienced interpreters. This is your opportunity to have some days devoted entirely to American Sign Language.

And once you get your fill of the Immersion week, there



Summer Immersions are a great way to practice!

will be another training full of sign language learning. That is the two week annual event called the Summer Institute, which will be held in Danville at KSD, July 9-20. Attending this event will allow you to continue learning, working on interpreting skills and networking with other signers and interpreters from around Kentucky. So please, mark your calendars and join us for WAY TOO MUCH FUN!!!

Note: Summer Institute and the Language Immersions in Bowling Green and Morehead are free to practicing K-12 interpreters!! Funding from the Kentucky Department of Education makes it possible for Eku to provide these

trainings at no cost to you. Your registration, overnight accommodations and meals are covered through this funding. All you have to do is get yourself there and we'll take care of the rest!

Summer Language Immersions:

June 4-8 Pikeville

June 11-15 Richmond
Bowling Green
Louisville

June 18- 22 Paducah
Morehead

Summer Institute:

July 9 - 20 Danville

For more information contact:

Vicki.brashear@eku.edu or
Gay.Woloschek@eku.edu

Success Stories: Countdown to Degree Requirements

Congratulations to **Lauren Rado**, Northern Kentucky, and **Kelly Brunson** on receiving their NIC certifications!

If you know of interpreters who have become certified, please contact me so that we can all recognize their achievements!

This is just one more reminder that the clock is ticking for interpreters to attain certification.

You have 16 months to complete your Associate's degree and 5 years & 4 months to complete your Bachelor's degree in any major in order to take the RID or NIC performance test.

Effective June 30, 2008, candidates for RID certification must have a minimum of an associate's degree.

Effective June 30, 2012, candidates for RID certification must have a minimum of a bachelor's degree. (www.rid.org).

Exciting times in the ECU Outreach Program By Kimberly Hale

We have a several really exciting things going on in ECU's Outreach Program. First, I would like to point you to our website (<http://www.interpreting.eku.edu/workshops.php>) to review all of the upcoming workshops and to download the registration forms. We have over 10 workshops listed on our website that are offered between now and the end of May.

Secondly, we are very proud and excited to announce our first on-line workshop offering - "Blueprint for Assessment." You can "attend" from most any place that you have internet access. The purpose of the workshop is to allow you, the public school interpreters in Kentucky, to learn a systematic way to do self-

assessments. We will be providing this same training to mentors (supervisors of record) who are work-

ing with temporarily licensed interpreters. This will provide a good basis for discussion of interpreting work in the mentor-mentee relationship.

We hope that you will not be intimidated by this new way of learning. The ECU Outreach team will provide the support you need to be successful in this workshop. All of the materials that you need will be provided to you free of charge. Two free books in addition to other materials. The only thing you need to provide is a computer and internet connection. You do not need to have a high speed connection, although that will make the pages load more quickly. On the flyer it mentions the need to "upload" your work. Please don't let this technical term frighten you. If you have sent an e-mail with an attachment you can do this class. The work that you will be

"uploading" (attaching to an e-mail) will be text files. You do not need video equipment, web cameras, or any other special equipment to take the workshop.

The ECU Interpreter Training Program is also considering offering an on-line course in the fall. If you think you may be interested in taking "Professional Ethics and Issues in Interpreting" on-line, I highly recommend that you begin by taking the on-line workshop mentioned above. It will give you a very good idea of what the course (for college credit) will be like.

If you have any questions about these exciting opportunities, please contact me at Kimberly.Hale@eku.edu or by calling (859)622-6398.

Mentoring is a goal-oriented relationship between two interpreters: a mentor and a second individual who seeks to learn and grow through association with that mentor.

and grow through association with that mentor. Whether a novice or an experienced professional, within the mentorship the intern is the learner. The mentor has more experience, skill or knowledge, either of interpreting in general, or of some specific aspect of interpreting. Mentoring is not a substitute for comprehensive interpreter education or for the internships and practicum associated with such formal training. Mentoring can augment the training received in academic settings.

MENTORING —RID Standard Practice Paper

About Mentoring

In the context of the interpreting profession, mentoring is a goal-oriented relationship between two interpreters: a mentor and a second individual, referred to here as an intern, who seeks to learn

Benefits of Mentoring

Mentoring can benefit the intern, mentor, consumers, and the interpreting profession.

The intern may experience:

- A reduced sense of isolation
- A smoother entry into the interpreting field
- A look at interpreting from another's perspective
- A challenge to continue developing professionally
- Strengthening of specific skills or knowledge areas
- Real-life interpreting experience with immediate feedback and guidance

· Expert modeling to observe and emulate.

The mentor may feel a sense of satisfaction for having

- Helped another interpreter grow professionally
- Strengthened the field of interpreting
- Had one's experience

and skills recognized.

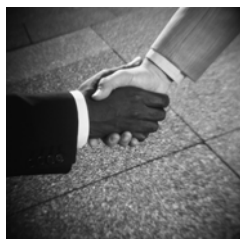
Some benefits to consumers are

- An increase in the number of interpreters skilled in a variety of settings
- Direct involvement in the professional growth of interpreters.

Some benefits to the interpreting profession are

- Evidence that becoming an interpreter requires commitment and training
- More well-rounded professionals in the field.

The Association believes that mentoring is of benefit to the interpreting profession. Each mentoring situation is unique, depending on the individuals involved and the goals of the relationship. Some mentoring relationships are formal arrangements set up and overseen by an agency, RID Affiliate Chapter, or interpreter education program. Others are private commitments between two individuals. Common to all successful mentorships is mutual commitment to professional growth. For more Standard Practice Papers, visit www.rid.org



Mentors & Mentees work Hand in Hand!

EIC News

By Donna Snyder

Greetings from the first ever Educational Interpreting Committee (EIC) of RID! I can't begin to tell you how honored I am to serve on this committee. It is an exciting time for educational interpreters in the Registry of Interpreters for the Deaf. Currently, this committee will focus primarily on K-12 interpreters, with plans to include post-secondary interpreters at a later date. I encourage each one of you to read through the info at www.rid.org for more information about this new committee and about the changes regarding test-



**Educational
Interpreting
Committee**

ing and certification for educational interpreters. I would love to have feedback from my state to take to the EIC. We meet via conference call at least once a month and will meet more often as the National Conference approaches. Therefore, if you have anything you would like to have discussed or added to the agenda, please get that to me. Educational Interpreters are our primary focus and we want to know what issues are important to you. So, let me know! This is your chance to make a difference at the national level.

Many of you have expressed

interest in the EIPA test. We are, currently, working on getting that test up and running here in Kentucky. As soon as that becomes available, we will get that information to you. In the meantime, if you would like to learn more about the EIPA, please go to www.classroominterpreting.org.

This will give you information about the test as well as the Professional Conduct Guidelines specific to educational interpreting. I am here to assist you with your concerns about educational interpreting, so if I can do anything, please contact me at donna.snyder@fayette.kyschools.us. Thank you for all you do for the kids in Kentucky!

Did you know?

In 1982, the United States Supreme Court decided a case having significant impact on the education of all children with disabilities. This case is *Hendrick Hudson School District v. Rowley*. The Court agreed to decide the question of whether a sign language interpreter was necessary in order to provide Amy Rowley, a deaf student, with a free appropriate education as required under the Federal Education for all Handicapped Children Act of

1975 (PL 94-142). This was the first case the Supreme Court entertained concerning legal issues arising out of this important law. The plaintiff was Amy Rowley, a deaf student, with minimal residual hearing but with an excellent ability to lip-read. An Individual Education Plan (IEP) was prepared for Amy during the fall of her first grade year which provided that she should be educated in a regular classroom with non-disabled students. However, despite these specialized services, Amy's parents disagreed with the IEP because it did not

require that Amy be provided with an in-class sign language interpreter. Amy's parents requested and received due process, where their request for an interpreter was denied. They pursued the case through the courts until it was decided upon by the Supreme Court. The decision was that Amy Rowley was not entitled to have a sign-language interpreter.

This is an excerpt from the Quality of Care Newsletter, Issue 12, 1982. To read the full article, go to http://www.cqcapd.state.ny.us/counsels_corner/cc12.htm

**I would love
to have
feedback
from my state
to take to the
EIC... This is
your chance
to make a
difference at
the national
level.**

EKU's Interpreter Training Program Expands! By Laurence Hayes, Ph.D.

Eastern Kentucky University and Western Kentucky University are working together to develop a cooperative Interpreter Training Program on the WKU campus in Bowling Green, Kentucky. The two universities will model the new program after the cooperative program already established at the Uni-



Interpreter Training Program

versity of Louisville between EKU and the UofL. The American Sign Language and interpreting curriculum will be the same as that currently designed and utilized at the EKU's ITP and the EKU - UofL ITP. A Sign Language Lab is planned for the Interpreter Training Program at WKU.

Currently, a start date has not been determined. The

two universities recognize extensive paperwork is necessary as part of the process and are moving ahead as quickly as possible to obtain the mutual goal of establishing the cooperative program. As more details become available we will keep everyone informed.

Thank you,
Laurence Hayes, Ph.D., ITP Director
[Eastern Ky University's ITP](http://www.easternky.edu/itp)

WHAT DOES LITERACY MEAN FOR THE DEAF CHILD?

By Wilton McMillan

Francis Bacon (1561-1626) once said, "Knowledge is POWER." Thus, my question here ... How do we redefine what is truly meant by *LITERACY* ... with the *POWER* of the use of a Deaf child's eyes?

The GRI (Gallaudet Research Institute at Gallaudet University shows that even many 17 and 18 year old students who are Deaf or Hard of Hearing approaching high school graduation continue to read at the 4th grade reading level (look this up at gri.gallaudet.edu/Literacy/). While

this is extremely disheartening, I choose to be a hopeless optimist. I am challenging each and every one of you to take a close look at your role in increasing the **WHOLE DEAF**

Parents, teachers, sign language instructors, and speech language pathologists all impact the Deaf child's learning of sentence construction and word usage.

Studies for primary grades:

Primary Skills and Concepts – Drama/Theatre

Students will

- begin to recognize and identify elements of *drama* (literary, technical, performance) using drama/theatre terminology
- use the elements of drama in *creating and performing* dramatic works independently and with others
- observe, describe and apply creative dramatics

CHILD's literacy skills. Deaf children must also have access to adult role models fluent in sign language. Speech, auditory training and especially mastery of the English language come into play. But how do we do it all? Let's start from the beginning.

Take the word RUN for instance. The word RUN is pronounced exactly the same way every time it is used, which is not true for hundreds of words in the English language. However, when the word RUN is signed, a different sign is used depending on the context or the meaning. You can even fingerspell the three-letter word R-U-N where appropriate. The most commonly used sign for when someone is physically running as opposed to the idiom *a run for his money* or when you run an experiment or a temperature (fever). Just for this one very simple three-letter word, we must take into account the multiple definitions of the word. RUN can be used as a phrasal

verb, as in run across, run down, on the run, run into. It can be used in idioms or even slang, as with *in the short run* (in the immediate future) as opposed to *in the long run* (in the final analysis or outcome).

Parents, teachers, sign language instructors, and speech language pathologists all impact the Deaf child's learning of sentence construction and word usage. This is not to exclude the impact that other service professionals



Literacy can be fun!

have on language development, especially sign language interpreters.

So where do we begin? Work on polishing up our conceptually based signs, in conjunction with the actual meaning of the word RUN. This would begin with the most basic meaning at the earliest age possible and continuing seamlessly throughout the elementary, middle school and finally high school curriculums on GRADE level or higher, that is!! See you in the next issue. Contact:

Wilton.McMillan@education.ky.gov

Sign of the Month = Creative Arts

The following is an excerpt from the KDE Program of

(improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

- explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

Primary Skills and Concepts – Visual Arts

Students will

- begin to recognize and identify *elements of art* (line, shape, form, texture, color) and principles of *design* (emphasis, pattern, balance, contrast) using visual art terminology

- use the elements of art and principles of design in creating artworks independently and with others
- explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes) and principles of design (e.g., focal point, pattern, balance, contrast) in two and three dimensional artworks



Elementary Arts Student

Review the italicized words and concepts as a way to prepare when those ideas are introduced into the curriculum. Check with Deaf adults for feedback.

Deaf Perspectives: My Experience with Classroom Interpreters

By Michael Estrada

Many people consider me to be hard of hearing rather than deaf because I can speak and understand English, but when I'm with my deaf friends, I don't use my voice, I become Deaf and use only ASL. I use ASL socially. By the time I was in high school, I was using ASL

more because many of my friends were from Deaf families and I picked up ASL from them. I am as comfortable in living in the hearing world as I am in the Deaf community.

I was mainstreamed all of my school years through college. I started out having bad interpreters who were not experienced as they should have been in the first place. The school district did not understand the process of hiring qualified interpreters, and kept hiring people who "knew sign". I had to suffer through interpreters who could only finger spell minimally and others who refused to match my requested signing modality. I was really frustrated with one such "interpreter" in my mainstreamed class in my home elementary school district and another who worked in a community college. The school district didn't think it was important to hire a highly skilled interpreter for an elementary school student. I was required to have a SEE - certified interpreter who is very fluent, because my English language skills are very high. Anything less would not provide me with equal access to everything in the classroom that I am capable of learning. I cannot have an interpreter who is not certified, because it prevents me from succeeding academically. That's not fair!

My home school district did not

correct the interpreter situation quickly enough, so I started to "tune out". My mom pulled me out of that situation and transferred me to a regional day program for deaf students that offered both deaf-only classes and mainstream classes in a regular school. That school was the best choice available,



but because there were 5 other deaf students my age, the interpreter used PSE with some ASL in the classroom, and didn't use SEE at all. She left out a lot of information, and my English skills started to slip. I had to attend tutoring sessions after school. I think I would have done much better if I had an interpreter who didn't water-down the information down so much. I sure would have rather played af-

ter school instead of attending tutoring sessions to make up for the interpreter's over-simplified signing. I later found out that the school wanted to transition me from English to ASL, but they didn't ask me what my choice was! I think deaf students should be empowered to speak up. English, specifically SEE signs are not "baby signs". They are simply signs that are used in education, and some deaf students use them to be successful in the classroom. School districts and Interpreters need to respect that.

Back in the early days, my mom became a certified interpreter, and educated our home school district on the proper way to hire interpreters and then set up educational interpreter guidelines in our district and in two others. She advocated for the state department to write regulations to specify qualifications for educational interpreters who work with deaf and hard of hearing kids. I learned through this experience, and this empowered me to speak up for myself when interpreting services are not acceptable. I would

rather have a qualified interpreter who can communicate with me in the language of my choice. Having to attend tutoring or having someone re-interpret what was said in class if the Interpreter does not do their job is not acceptable. When this happens, I ask the student services office to find a replacement interpreter for me, if the current interpreter is unable or unwilling to do the work he or she is assigned to do! Now I request an English interpreter in all of my English classes. Depending on the subject matter, I can use general interpreters who use ASL, PSE, or SEE in other classes. I still prefer a SEE interpreter in most of my classes if I can get them because it keeps me focused on English structure so I don't have to switch from one language to another when I need to focus on reading textbooks or writing essays. I absolutely have to use a SEE interpreter for English classes, though. The interpreter who uses SEE in the classroom setting must be required to give all the information to me. If the interpreter is certified at the advanced level of SEE, I can understand the class a lot better than ASL or PSE because I am more successful with SEE, especially in my English classes. I have used SEE all my life, so why would someone else make a decision that I needed something else? The important point to remember is that an interpreter works for me. If they want to work as my interpreter, I can only hope that they will respect my choice of English sign language in the classroom.

If you have any other questions please feel free to contact me via email at Crazeky1@aol.com for more details or information you would like to know about my experience or other general education questions I will be more than happy to answer them.

Note: This is the first of several series that will cover recent high school graduates as they share their experiences with what worked (or didn't work) to enhance their success in the classroom. These stories are chosen based on the variety of student experiences regardless of communication preference.

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Mailing	Address	Line	1
Mailing	Address	Line	2
Mailing	Address	Line	3
Mailing	Address	Line	4
Mailing	Address	Line	5

We're on the Web!
Www.education.ky.
gov



KDE has just established a website for interpreters in educational settings throughout the state. Our goal is to provide resources specific to working in schools in Kentucky. There you can find an archive of issues of the newsletter published in 2006 and the links of interest that have typically been published in this newsletter. Those will no longer be included in the newsletter since they will remain permanently on the website.

You will also see a pdf file called “Updated Coop Map”. This shows how KDE’s Division of Exceptional Children has divided the state into regions called Special Ed coops. You can determine which coop houses your district, possibly leading you to more resources in your area. In the future, we hope to have a stronger link between the coops and interpreter PD.

Next you will see a file referencing the 5 Year training plan for interpreters. The initiatives set forth by this plan are driving the work of the Interpreter Workgroup. This is a group of individuals selected by KDE based on expertise on educational interpreting, including Tammy Clements and Wanda Stevens who both currently interpret in local school districts.

In addition, the website includes reference sheets used by teachers to educate students based on the requirements for Open Response questions in areas of Math, Writing and Science. This information can help you in your pre-assignment



Kentucky's Special Education Cooperatives

work since you will have background knowledge of the teacher's purpose.

Currently this website is being developed to include more information relevant to P-12 interpreters. In the future this site will include available P-12 positions for interpreters around the state.

Now it's your turn! What would you like to see published on the website that would be beneficial to enhancing your job? All ideas are welcome.

Contact me at robyn.hobson@education.ky.gov or by calling (502)564-4970.

For more information, go to www.education.ky.gov Click on Instructional Resources. Click on Exceptional Children. Click on P-12 Educational Interpreter Resources.